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human being. There are specific mental functions and numerous general functions which must be trained side by side if the individual is to be efficient. Such a matter as the ability to give attention is a general function, whereas certain particular forms of school work require separate development if the child is to acquire them. Training should be of such a sort as to develop the many different types of ability which the child has. Until the training of this general sort can be supplied there will be no complete education of the child.

The book will serve admirably the purpose of classroom work and undoubtedly will be used as a textbook in many classes in educational psychology. It is distinctly superior to the speculative psychologies or merely descriptive psychologies which have commonly been used in normal schools. Indeed, it may be pointed out in this connection that so-called general psychology usually contributes very little to the training of the ordinary elementary teacher. Here, on the other hand, is a book which gives many suggestions that will help the teacher-in-training to understand what is meant by educational methods and to understand why the school organizes children into classes and arranges a course of study for them with some regard to their individual differences and to their varying needs at different stages in their development.

A course in citizenship.—Up to this time the effort to teach children of the elementary schools the facts and principles of American citizenship has been limited to two or three centers. The most conspicuous efforts to give such training in the elementary school are to be found in the cities of Indianapolis and Philadelphia. The present volume¹ was prepared with the co-operation of Mr. Dunn, who was responsible in 1907 for the introduction into the Indianapolis schools of a new type of civics. Mr. Dunn spent some months in 1917 in the state of Massachusetts co-operating with the state department in carrying out the law passed by the Massachusetts legislature requiring courses in citizenship in all of the elementary schools of that state. He found the normal school at Hyannis engaged in much practical work with the children in that community and in neighboring communities and was able to encourage a teacher of history and civics in that normal school, Miss Harris, to present her material in such form that it is now available for other schools.

The book discusses in the first 35 pages the general principles which are to be followed in the later chapters. There then follow a number of chapters giving suggestions in detail for each of the first six grades. As an example of the whole, the courses planned for the third grade may be described in some detail. The children are to study first their own homes. Readings are given and topics are prescribed for class discussion. They are then to make a study of the home life of the Indians and are to read about the way in which the Indian family lived, with special regard to the life of the children. Next there comes a study of the neighborhood. Recreation is a special topic which is to be discussed. Also on proper occasion the school is to undertake a demonstration in a practical way of the necessities of social co-operation which arise through the effort of the

¹ ARTHUR WILLIAM DUNN and HANNAH MARGARET HARRIS, *Citizenship In School and Out*. Boston: D. C. Heath & Co., 1919. Pp. xxiii+144. \$0.88.

school community to enjoy a recreational gathering. Holidays constantly furnish an opportunity for the reiteration of lessons of patriotism and social co-operation. There is to be a dramatization of visits to places of pleasure and profit, such as the recreation pier and the public library. The school is to be kept in good order through the co-operative action of the organized community. There are "officers of the day" to take charge of the marching of the children in the school building. The children also hold themselves responsible for the general housekeeping of the classrooms and corridors. Each topic presented is accompanied by reading references so that the ideals which are taught in a practical way can be discussed also in theory.

This description of the way in which elementary children are to be instructed in the duties of citizenship makes it clear that the authors of the book do not regard the lower grades of the elementary school as a proper place for the study of social institutions. The outlines given are designed for use in the first six grades. These grades are regarded as places for the practice of some of the simple social virtues and for the laying of the foundation for a later appreciation of the institutions of society. Mr. Dunn has clearly stated this principle of the organization of the work in the following paragraph:

"Though this conclusion will force us to postpone till the later years of the elementary school any systematic instruction from a textbook, yet we shall find no reason for discouragement in lack of opportunity or of material for our work. The children are, even at the moment of entering the first grade of the elementary school, already citizens with important social relationships and live social interests in each of the fields of citizenship which we have noticed above. If we can bring these interests and activities into the school and make them the basis of such study and discussion as will awake in the children consciousness of their social relationships with their present resulting responsibilities and opportunities, and can at the same time give them scope for putting into practice whatever useful notions they develop, we may surely wait with confidence for the years to bring the gradual change of intelligent and good child citizens into intelligent and good citizens of a larger growth. In this exercise from day to day of all the functions of citizenship which are already theirs, occasion will often arise for them to acquire such information regarding government and other social arrangements as will be useful both then and later in life, and nearly all studies of the elementary school curriculum can in all grades be laid under contribution to this end. However, even in the higher grades, where definite time is set apart for instruction in what is ordinarily termed civics, we cannot hope to teach all the facts a knowledge of which will be needed for the discharge of all the duties of citizenship in mature life. We may, however, do better than this if throughout the years of school life we help the children to such an attitude toward society and to such mental habits that both now and in the future, as occasions arise, they will feel the need of information, acquire it easily, and put it to good uses." [Pages 13 and 14.]

This attitude that institutional instruction is not appropriate for the lower grades may be called in question in the opinion of the present reviewer. To be sure, little children can have no adequate appreciation of the larger organizations of society, but they will need a large body of information about society and they

are getting some of this information in their courses in geography whether the material in that science is recognized as of direct social importance or not. It will be readily possible to turn the geography lesson, as McMurry has done, into a study of certain great municipal organizations. The information which would come from a clear understanding of the fact that such a city as Glasgow has to have a harbor and a transportation system not only will lay a general practical foundation for appreciation of co-operation but also will give ideas that are important to the children who must in some concrete way picture to themselves what is meant by civic and social institutions. In other words, the material that is presented in this book seems to be open to the criticism that it is very scattered and incidental. It depends too much on the occurrence of holidays and recreational opportunities. It is not a systematic effort on the part of the school to acquaint children with social necessities and with facts that they can think about in later life when they try to understand their relations to other people.

There is grave danger that the work in civics will be introduced into the schools somewhat timidly. There will be a tendency to put it in only incidentally in connection with something else. Would it not be better boldly to make the demand that textbooks be prepared full of useful information about society and its doings? There is no greater danger that this information will go over the heads of the children than that much of the information now presented in geography or nature study will fail to reach them.

Reports of the Federal Board for Vocational Education.—Two volumes¹ have been issued by the Federal Board for Vocational Education. The first deals with the main work of this board and gives an account of what has been done in the four lines of activity assigned to it, namely, industrial education, agricultural education, commercial education, and education in home economics. The second volume reports the special work which was assigned to the board with soldiers who are allowed training for rehabilitation after receiving wounds in the army. Both volumes contain descriptive and statistical accounts of the operations of the board and its agents.

No one can go through these reports without being impressed by the fact that a very important step has been taken in national education in the organization of this board. The mere external appearance of these reports is an impressive duplication of the kind of material that has long been familiar as coming from the Bureau of Education.

The amounts of money that the federal government is expending for vocational education are not in themselves overwhelming, but they are always paralleled by similar appropriations in the states, and the aggregate amount that is going into these enterprises is increasing steadily.

Legislation in the various states is being molded from Washington in a very impressive degree. The report points out this fact in no uncertain terms. It may be well to quote at length from the report to make this point clear.

¹ *Third Annual Report of the Federal Board for Vocational Education.* Volume I: Vocational Education, pp. 256; Volume II: Vocational Rehabilitation, pp. 56. Washington: Federal Board for Vocational Education, 1919.